



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

agree that it presents vividly, and with generous fairness to both sides, the spirit of the period just preceding and during the Civil War. The portrait of Lincoln is painted with true understanding of the great character, and around him play important and lesser personages who, though very real, are all properly subordinated to the central figure. It is no unimportant part of the education of a young man or woman to understand the types of character introduced into the story, types that they know in actual life for the most part, but are unable to analyze and judge with tolerance and discrimination. Moreover, the plot structure is so simple and obvious that a study of the book will throw no feeble light on the construction of the novel.

Professor Barnes has done an excellent piece of work in his editing. The text is presented in good form and type, unencumbered with a mass of distracting notes. Instead of a display of unnecessary erudition, there is given only what will help a pupil and a teacher in a reasonable study for appreciation and enjoyment: three pages of biography; four of comment on the novel; two plans for study, one requiring eight lessons, the other sixteen; eleven pages of questions; and a short bibliography. The sensible questions are likely to be suggestive even to an experienced teacher, and they are sure to stimulate the pupils to thought and worth-while discussion of the book and the period that it presents.

THOMAS H. BRIGGS

TEACHERS COLLEGE  
COLUMBIA UNIVERSITY

---

### BOOK NOTICES

[Mention under this head does not preclude review elsewhere]

---

*Napoleon—A Play.* By HERBERT TRENCH. New York: Oxford University Press, 1919. Pp. 102.

Full of startling action, yet with its main theme a simple test of wills between Napoleon and a young English scientist—an English victory.

*Highland Light and Other Poems.* By HENRY ADAMS BELLOWS. New York: The Macmillan Co., 1921. Pp. 135. \$1.75.

An interesting, slender volume by a young poet. The best pieces are connected with the sea.

*A Study of the Types of Literature.* By MABEL IRENE RICH. New York: The Century Co., 1921. Pp. 540.

An attempt to combine the type and chronological methods in a survey of literature. Primarily a volume of selections, with such aids to study as high-school seniors need.

*English Readings for Commercial Students.* Edited by CHEESMAN A. HERRICK. New York: The Macmillan Co., 1921. Pp. 197.

An experiment worth trying. Best suited to the later years of the high school.

*The Meadow Folk's Story Hour.* By PRUDENCE GRUELLE. Illustrations by NELL HATT. Chicago: The Gregg Publishing Co., 1921. Pp. 101. \$0.68.

Informational fiction for third grade.

*Pieces for Every Day the Schools Celebrate.* Compiled by NORMA H. DEMING and KATHARINE I. BEMIS. New York: Lloyd Adams Noble, 1921. Pp. 348.

Covers several occasions neglected in most similar compilations. Upper elementary grades.

*Methods and Results of Testing School Children.* Manual of tests used by the psychological survey in the public schools of New York City. By EVELYN DEWEY, EMILY CHILD, BEARDSLEY RUMML. New York: E. P. Dutton & Co., 1920. Pp. 176.

Social and physical studies of the children tested are included.

*The Nation and the Schools.* By JOHN A. H. KEITH and WILLIAM C. BAGLEY. New York: The Macmillan Co., 1920. Pp. 364.

A study of the principle of federal aid to education in the United States.

*Fundamental Principles of Learning and Study.* By A. S. EDWARDS. Baltimore: Warwick and York, Inc., 1920. Pp. 239.

A simple text in educational psychology. The emphasis is placed upon habit formation as the essential factor in learning.

*Esquisse d'une histoire de la tragédie française.* By GUSTAVE LANSON. New York: Columbia University Press, 1920. Pp. 155.

Prepared for a course of lectures at Columbia University.

*Catiline His Conspiracy.* By BEN JONSON. Edited with introduction, notes, and glossary by LYNN HAROLD HARRIS. New Haven: Yale University Press, 1920. Pp. 236.

A doctor's thesis published as one of the "Yale Studies in English."

*Productive Soils.* Abridged edition. By WILBERT WALTER WEIR. Philadelphia: J. B. Lippincott Co., 1920. Pp. 305.

*Beowulf, with the Finnsburg Fragment.* Edited by A. J. WYATT. New Edition revised with Introduction and notes by R. W. Chambers. Cambridge: University Press, 1920. Pp. 257.

*Coleridge's Biographia Literaria.* Chapters i-iv, xiv-xxii: Wordsworth—Prefaces and Essays on Poetry, 1800-1815. Edited by GEORGE SAMPSON. With an Introductory Essay by SIR ARTHUR QUILLER-ROUCH. Cambridge: University Press, 1920. Pp. 327.

The notes are massed at the back. Though the type is a bit small, the form is satisfactory.